Rutgers University Student Instructional Rating

Summer 2019

Joseph, Guadagni - JG1314

Multivariable Calculus - 01:640:251:F1
Survey Form: *Standard SIRS

Enrollment: 18
Responses Received: 7

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	**Section**	Course	Level	Dept
The instructor Joseph Guadagni was prepared for class and presented the material in an organized manner.	0	0	0	0	7	7	**5.00**	4.60	4.64	4.67
The instructor Joseph Guadagni responded effectively to student comments and questions.	1	1	1	1	3	7	**3.57**	4.16	4.48	4.55
The instructor Joseph Guadagni generated interest in the course material.	1	0	0	3	3	7	**4.00**	4.11	4.28	4.42
The instructor Joseph Guadagni had a positive attitude toward assisting all students in understanding course material.	1	0	2	2	2	7	**3.57**	4.31	4.54	4.60
The instructor Joseph Guadagni assigned grades fairly.	0	0	2	0	5	7	**4.43**	4.48	4.44	4.46
The instructional methods of Joseph Guadagni encouraged student learning.	1	0	1	2	3	7	**3.86**	4.13	4.29	4.45

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	**Section**	Course	Level	Dept
I rate the teaching effectiveness of the instructor Joseph Guadagni as:	0	0	2	1	4	7	**4.29**	4.33	4.46	4.54

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	**Section**	Course	Level	Dept
I learned a great deal in this course.	0	0	1	1	5	7	**4.57**	4.27	4.40	4.41
I had a strong prior interest in the subject matter and wanted to take this course.	0	0	3	2	2	7	**3.86**	3.93	3.75	3.38

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	**Section**	Course	Level	Dept
I rate the overall quality of the course as:	0	0	2	2	3	7	**4.14**	4.13	4.24	4.27

What do you like best about this course?

These comments are intended for all instructors.

Comments
Recitation and practice worksheets
The fact that notes are online and easily accessible.
Everything. Dr. G is an awesome professor who takes an already interesting subject of multivariable calc and makes it even more fun. His lectures are clear and he always makes an effort to explain why something is the way it is and applications of it, instead of just throwing formulas at the students. If you didn't understand something and went to office hours he would always help you understand it (no matter how dumb or irrelevant the question might have been). Some of the recitation and webassign problems were downright fun to do. I also really enjoyed the labs. I never really liked programming, but multivariable calc helped me understand MatLab, which in turn helped deepen my understanding of the said calc. (Also, creating pretty graphs that you can spin around is very cool). I had a lot of fun with this class and Dr. G is an amazing professor who helped me realize that I really like math.
Second half discussion

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
Little more review of Calc 2 integrals because it is not fresh for everyone
While I understand the Dr.G has a PhD in applied Math, I also think explaining most concepts using physics isn't particularly helpful, as I'd assume most non–engineering students have a weak physics backgrounds, and let's not forget the fact that physics isn't a pre–requisite to this course, no knowledge of the field should be assumed. I felt most of these examples just wasted time and helped only a handful of students. Please just get rid of Matlab assignments, I get that math majors should know how to use Maple and Matlab in this era but that's why 198:107 (a course that deals with such programs) is required, the 3rd assignment (lab 5) was particularly really bad since we effectively only had 3 days to do it (we had more, but no one's spending time out of practice for midterm 2 for a lab) and the instructions were particularly unclear on this 1, the guide explicitly claims to have a formula it doesn't contain, I had to google formulas and try stuff out until I got consistent results with the answer I was provided, needless to say, it was extremely unpleasant and unrewarding, especially for something worth less than 2% of my grade.
I wasn't a fan of the daily recitation quizzes, because sometimes a day was not enough for me to truly understand a subject but I guess they were a necessary evil because if they were, for example, every other day with two sections on them, they would probably be twice as long and twice as annoying. The pace of the class itself was pretty good, but sometimes was a little too fast for me. However, that was due to me taking it in the summer, if I had taken it in a full semester I would have been fine. I also wasn't particularly fond of the video quizzes. The videos would only go over a topic in the most broadest sense possible that, especially at the beginning of the course, gave the illusion that the topic was much simpler than it actually was. Then when I went to do the quiz I had no clue what to do, so I would start the webassign for that topic to get a feel for it before attempting the quiz and end up solving it in a convoluted manner anyway. However, reading the relevant section in the textbook was a much better supplement. I guess the videos provided a decent overview of the topic, so that I at least had some clue of what to expect from lecture, but as someone who likes to read ahead anyway I found them a bit redundant. I would have also appreciated immediate feedback on those quizzes. Maybe three tries with immediate feedback versus the unlimited attempts with none.
Less quizzes

In what ways, if any, has this course or the instructor Joseph Guadagni encouraged your intellectual growth and progress?

These comments are unique to the instructor Joseph Guadagni.

Comments
Taking lecture notes from the IPad was really helpful because we could go back and look at them. However at time when students had genuine questions, Dr. G responded in a condescending manner as if it was a simple question we should already know. And this greatly affected the students, in that they felt embarrassed to ask anymore questions.
Using examples from other courses and talking about previews of topics that will be discussed in–depth in math 311, really got me interested in the class and how to understand where the results we come up with of Calculus come from
Dr. G's lectures are extraordinarily well planned and organized, with frequent examples that help build up familiarity with novel concepts.
The inclusion of "beyond the scope of the course" problems and tidbits sprinkled throughout lecture helped encourage my intellectual growth because they would shed light on how some of the topics connect to things from previous and future classes. Particularly the sneak peaks, makes me wonder what other interesting secrets math has to offer.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
Why is Calc 251 so unnecessarily hard?